A photograph of a two-lane asphalt road with a yellow center line, receding into the distance. The road is flanked by green grass and dense trees. The sky is filled with heavy, grey, overcast clouds.

# A Collaborative Approach to Recruitment and Retention of Registered Nurses in Rural Manitoba: Outcomes and Policy Implications

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# a bit of history

- Health human resource (HHR) need for nurses
- 2008 Philippine Nurses Recruitment (PNR)
- The intervening years
  - Manitoba Provincial Nominee Program and immigration levels
  - Development of a robust process for the recognition of Internationally Educated Nurses (IENS)
  - Rural Regional Health Authorities (RHA) challenges with recruiting nurses
  - Continued RHA requests to repeat the PNR



# the Manitoba context

- The HHR need for nurses - mal-distribution versus shortage
- The convergence of needs
  - RHA calls for action
  - College of Registered Nurses of Manitoba (CRNM) and Red River College (RRC) concern for Bridging Program for IEN waitlist
- A systems approach
  - Looking within for solutions
  - Relationships and the convening of a committee
  - Key players with a goal continuum

# the rural IEN RN pilot project

- Defined eligibility
- Employer selection – conditional offer of employment for a Return of Service commitment (ROS)
- Bridging Program – theory in Winnipeg, Manitoba and clinical placements in the rural regions
- 4 week orientation in the rural regions
- Housing while on clinical
- Exam preparation support
- Settlement supports
- Financial supports



# timeline

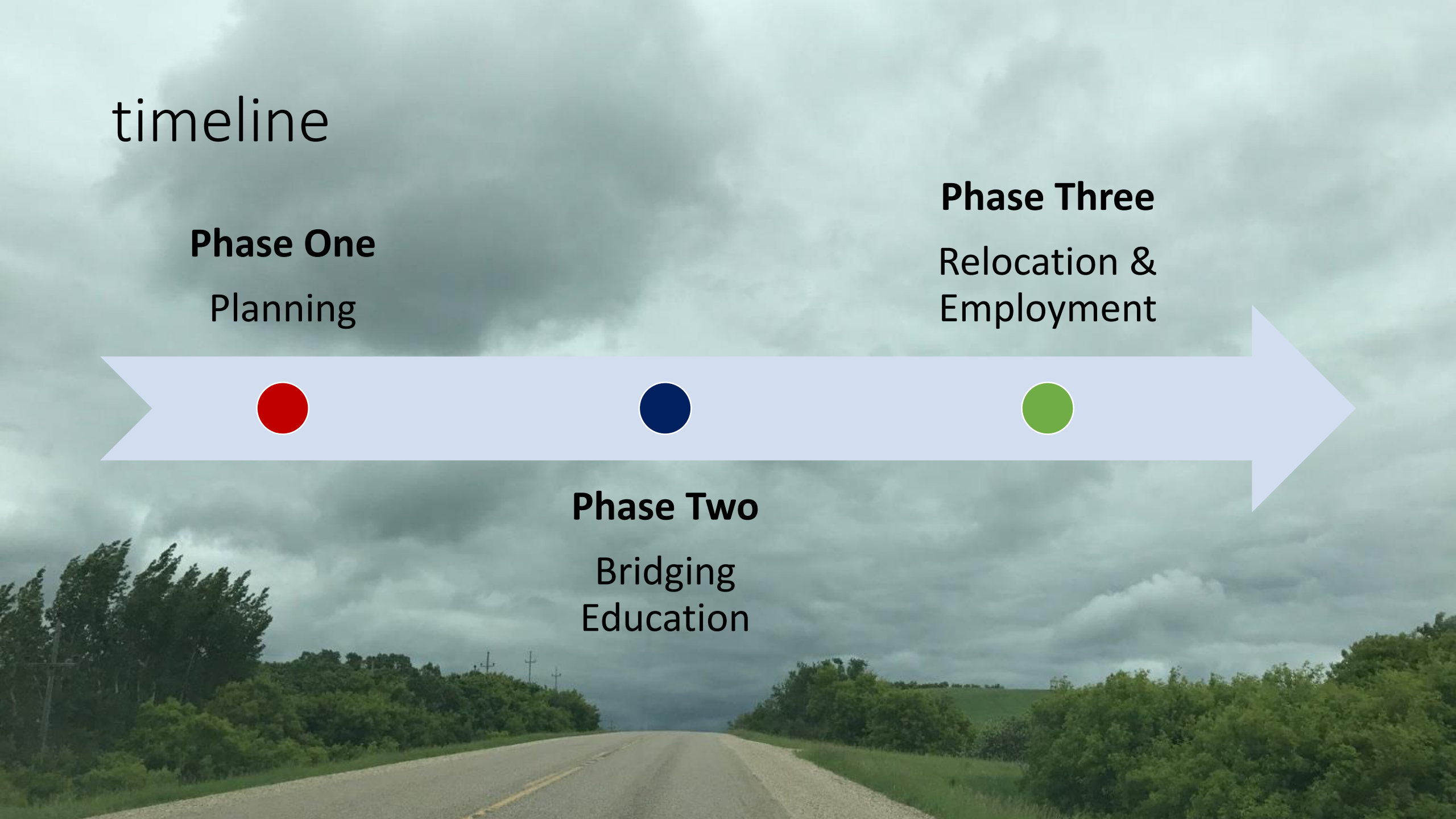
**Phase One**  
Planning



**Phase Three**  
Relocation &  
Employment



**Phase Two**  
Bridging  
Education





# the rural IEN RN pilot evaluation

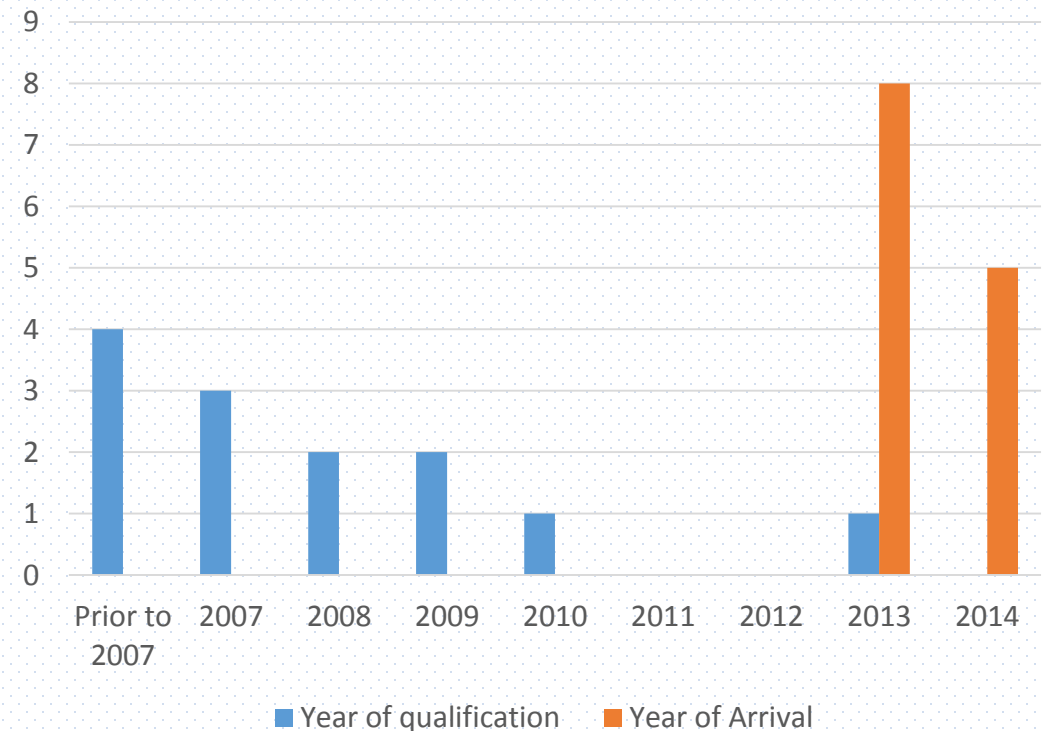
- Consideration from the start
  - Project Charter and the RRC Ethics Committee
  - Recruitment and retention
- Methodology
  - Meaningful time frame
  - Evaluation team
  - Data collection – Mixed Methods
    - 13 IENs- participant surveys, interviews
    - 11 Managers – Interviews
    - Outcome data from RHAs, CRNM, RRC



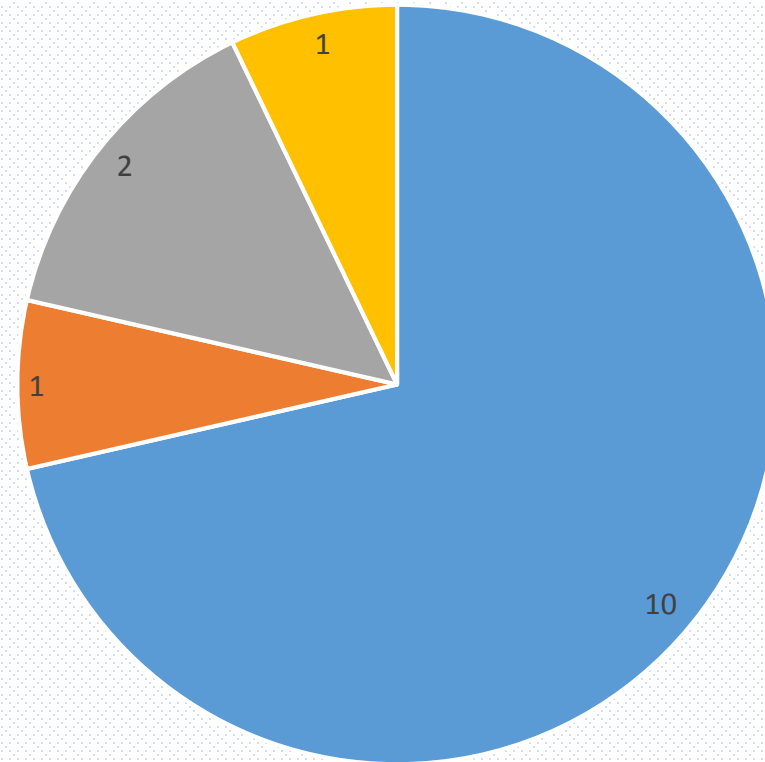
# a little about the IENs

- Target – 21
- 17 offers extended
- 16 IENs accepted
  - 7 single
  - 9 married
  - 6 Children
- 14 Philippines, 1 India, 1 Israel

## Initial registration in country of origin & year of arrival



# past work experience as an RN



■ Prior Paid Work Experience as RN in Philippines ■ Prior Paid Work Experience as RN in more than one Country ■ Volunteer only ■ No experience as RN

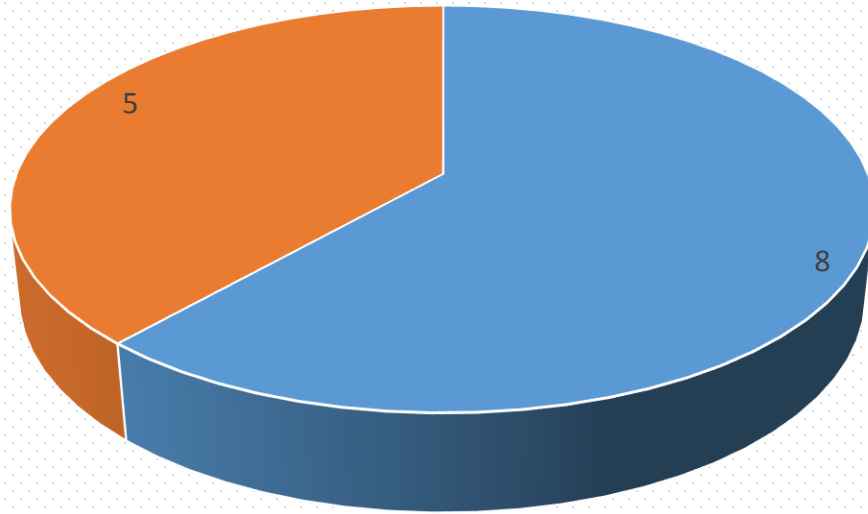


# the IENs

- 16 successfully completed bridging theory & clinical
- 15 IENs relocated to rural communities
- NCLEX
  - 1 passed in Philippines
  - 9 passed on 1<sup>st</sup> attempt
  - 3 passed on 2<sup>nd</sup> attempt

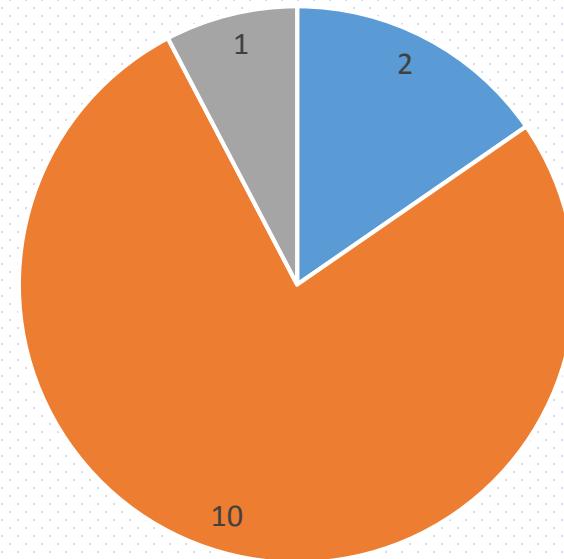
# one year on....

## Employment status



■ Full time ■ Part time

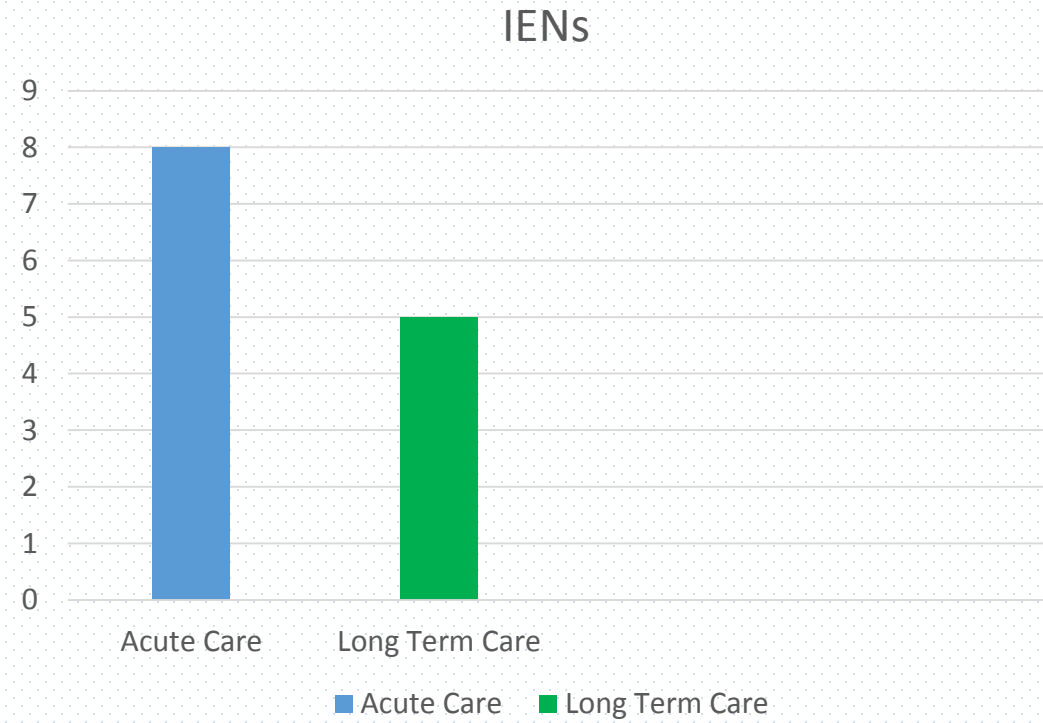
## Would like to work...



■ More hours ■ The same hours ■ Fewer hours

one year on....

### Practice Site





A photograph of a two-lane asphalt road stretching into the distance under a heavy, overcast sky. The road is flanked by green trees and bushes. The text "the IENs' experiences" is overlaid in the center of the image.

the IENs' experiences

# choosing an unexpected path

- Hesitation
- Opportunity

*“When you brought in the other IENs who shared their experience in the rural areas where they were sent, it was like – Oh – I can relate, and then I can see what they went through. If you get there, you can see a little picture, and that helped me.”*

*“Once I learned we would have guaranteed employment and benefits, I knew at that moment it was a win-win situation for us.”*

*“It’s more like an express program for us to get our license.”*



# easing the transition

*“The clinical instructor....tried to [teach] us in such a way that we would be able to apply and integrate all the concepts we learned in school. She would try to assist us [by] increasing the workload every week of the practicum. She didn’t really try to bombard us all at once.”*

*“It was smooth because our preceptor took baby steps, a little bit, then once we got acclimatized to that environment she slowly left us on our own. There was no shock or surprises.”*

*“The first time I was a nurse it was hard because I had to familiarize myself with everybody, including residents. The patient shouted something, and they were looking for a nurse – and I forgot I was a nurse already. The other nurse told me ‘you are the nurse, go.’” [laughing]*



# cultivating confidence

- Knowledge of their own growth
- Support from others
- Experience
- Time

*“One senior nurse would keep me updated with current trends and policies...she challenged me and supported me at the same time. She would also tell me, in a nice way, if something was not the case.”*

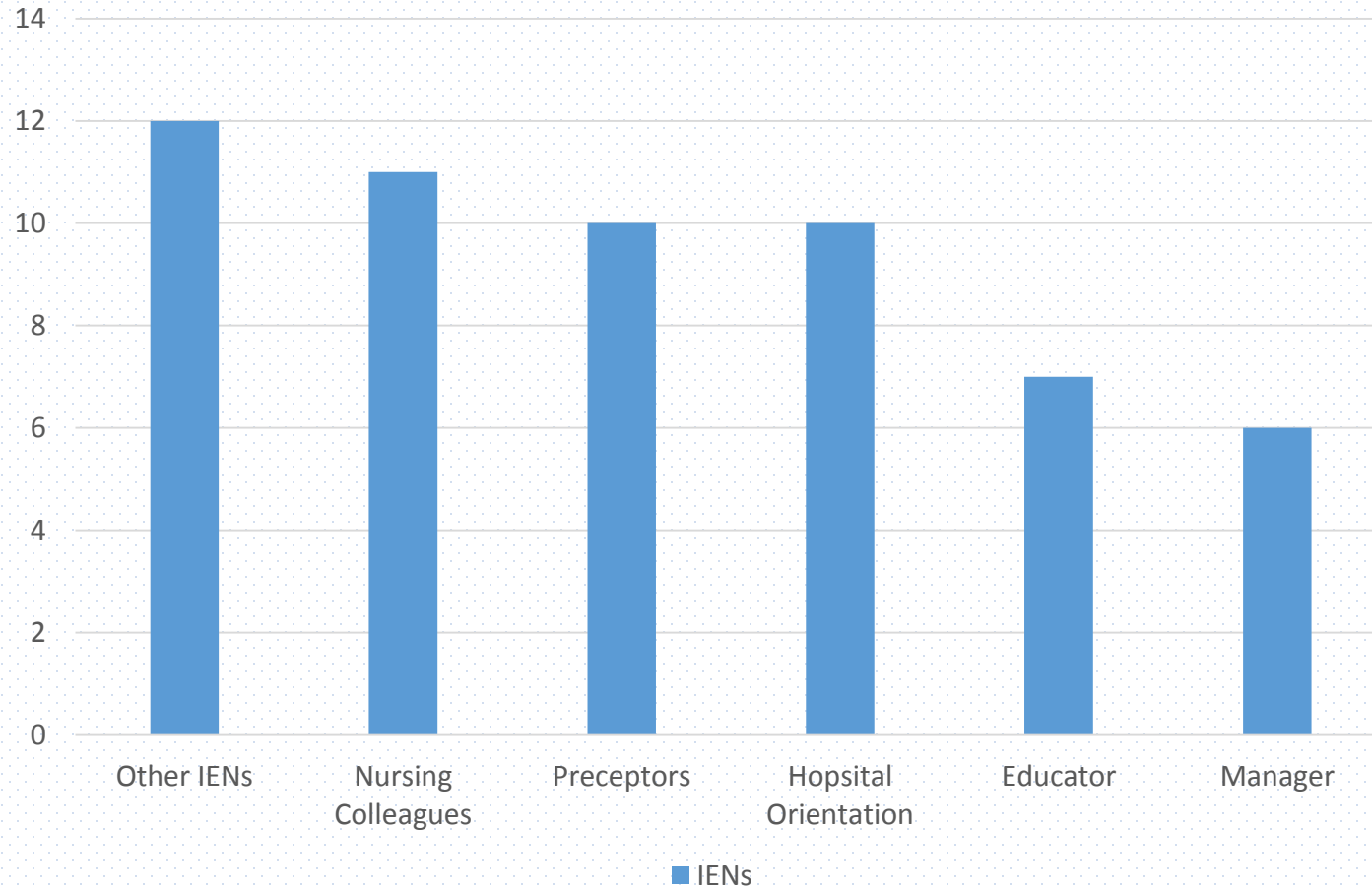
*“As the days pass by, if you learn the routines and know the residents, the job will be easier...sometimes I still get scared working, because I don't know what to expect...but I think in time I will build my confidence.”*

# belonging

- Connecting to others
- Fit with rural life

*“I like it here. My home town in the Philippines is flat also. We actually bought a house here. It’s quiet and peaceful. I like living here. I can see myself living here for years and years. I’m happy. We’re lucky that we have the same community. We have the church here where we can go every Sunday. Although we don’t have specific friends, we are building relationships and extending our family with new friends.”*

# helpfulness of supports





# helpfulness of supports

## Bridging

- 11/13 found bridging **very helpful** in becoming registered
- 12/13 reported bridging **very helpful** in adjusting to first nursing position
- 1/13 reported bridging **somewhat helpful** in adjusting to first nursing position

## Financial supports

- 10 indicated that the financial support offered to IENs was a factor in their decision to participate
- 11/13 rated financial supports as **very helpful**
- 2/13 rated financial supports as **somewhat helpful**

A photograph of a two-lane asphalt road stretching into the distance under a heavy, overcast sky. The road is flanked by green trees and bushes. The text "the managers' experiences" is overlaid in the center of the image.

the managers' experiences



# cultivating confidence

- Competence & confidence
- Individuality & personality
- Time

*“The biggest struggle was his confidence, it wasn’t so much his competence.”*

*“I interviewed [the IENs] to get to know them as people and identify their strengths and weaknesses. I knew one would be weaker than the others so I wanted to set up that person with the specific care area that had more seasoned nurses.”*



# considering culture

- English language
- Communication
- Family responsibilities
- Commitment to employer

*“I think a big part of their adjustment is cultural and that culture extends to the workplace.”*

*“There are issues with people who speak Tagalog at the nursing station. We tried to say that’s not appropriate. It’s a guideline and more in particular because there are other people who do not speak the language. How do your colleagues know you are not speaking about them... How does your patient know you are not speaking about them? It doesn’t matter if they do it on their breaks but never while at the nursing station”*

# supporting integration

- Meeting a need
- Two way process
- Reaching out

*“I met with one IEN and her spouse to introduce her to the community. When she started there was an extensive orientation, longer than I would normally provide, including one on one buddying with a nurse on the floor. It was gradual over two months. A normal one would be a couple of weeks... We also provided them with information on housing and linked them with the Filipino community as well as others who work here.”*

*“I would like more [IENs]. I was originally only getting one and I mentioned that our facility had many gaps, there was such a need. I think we’ve retained nurses through this and I think it’s a great project.”*



# keys to success - policy implications

- Common goal, identified need, measures of success
- Concrete plans to action – working group
- Building, strengthening and sustaining relationships
- Information & communication
- Financial supports & conditional offers of employment
- Community supports
- Cultural training
- Plan – Do – Check – Adjust Cycle & Evaluation



# post pilot

- Determination of cost effective recruitment
- Decision and commitment to repeat – pilot becomes an Initiative
- Funding – CMJG; MHSAL; PMH; MET
- Adjustments to program features –
  - Overall BPIEN length (independent of project)
  - 8 weeks of clinical - 4/4 week split - instructor facilitated/preceptored
  - Leadership and the nature of rural practice
  - More time for clinical instructor orientation
  - More study time for exam prior to beginning work as a GN
  - Relocation funding

# a description of success

“I hope they do it again many more times because **they’re helping RHAs and IENs**. I hope participants are genuine in joining. Don’t just use this to fast track their registration because it’s really helpful for families who are willing to work and move outside Winnipeg.”



# a description of success

“It was really an experience and I’ve grown a lot. I look forward to next year to see how I will feel coming to work and working with patients. **I would like to be more like my mentor one day so I can be a role model for someone else.**”





Questions?



# bridging program for IENs (BPIEN)

- BPIEN theory (16 weeks) in Winnipeg
  - Health assessment
  - Skills review
  - Medical surgical nursing
  - Communication seminars
  - Drug administration workshops
  - Critical thinking
  - Community health
- + 4 Possible online courses
  - Pharmacology, Mental health, Maternal child, & Pediatrics
- BPIEN clinical placements (6 weeks) in the rural RHAs

# relocation and employment



- Prairie Mountain Health
  - Swan River
  - Dauphin
  - Ste Rose du lac
  - Brandon
  - Minnedosa
- Southern/Santé Sud
  - Portage La Prairie
  - St Claude
  - Altona